

Newsletter January 2024

Our Christian value this term is: Dignity



This term we will be focussing in School on the value HOPE. We hope your family will find these ideas helpful as you explore the value and have fun together.

TALK ABOUT
HOPE TOGETHER.

The value **hope** is about much more than just wishing as hard as we can that things will be different. It is about believing that the world can be better and being prepared to do something!

The character Noah in the story opposite, was willing to look silly in front of his neighbours by building a huge boat even though he lived miles from the ocean, because he **hoped** and believed that God had a plan. As a family you may want to talk about:

- your **hopes** and dreams for the future
- what you can do to make them happen
- what others need to do

THINK TOGETHER
ABOUT WORDS OF WISDOM

“Learn from yesterday, live for today,
hope for tomorrow”
— *Albert Einstein*



READ TOGETHER...
God's Special Promise

The world that God had made was a beautiful, colourful place – brimming with life and bursting with good things. It was his precious gift given with all his love. God **hoped** that people would care for it and care for each other but now they were doing just the opposite! They were quarrelling, fighting, and spoiling everything. God saw that there was only one thing to do; to begin all over again.

But God also saw that not everyone on the earth was wicked. There was one man and his family trying to do their best to look after the world and to look after each other and to listen to him. The man's name was Noah. God told Noah to build an ark – a huge, magnificent boat. Noah was mystified because he lived miles from the ocean and was not sure why he would ever need a boat. As word got around about the enormous boat Noah's neighbours made his life miserable with their taunts and jibes. Sometimes Noah was tempted to lose **hope**, but he knew from experience that he could trust God for the future, so he and his family kept on building.

When the work was finally finished God told Noah to gather two of every kind of creature as well as all his family together and set up home in the ark. It took a long time but Noah had to just keep on trusting God. And then the first raindrops began to fall, followed by showers, then torrents and finally floods. On and on it rained for forty days and forty nights. When Noah was beginning to lose **hope** of ever seeing the sun again, the rain suddenly stopped. Noah sent out a **dove** and when it did not return he knew that the bird had found dry land on which to build a nest. They were safe at last! And then a wonderful thing happened. God sent a rainbow - a beautiful, colourful bow in the sky. It was a sign of **hope** and promise. The world had been washed clean, and was all ready for a new beginning.

Bible story based on Matthew 18:1-9



QUIZ Word Search

Find the words from the story of Noah.
12 creatures are also hidden in the
word search. They were on the boat!

NOAH	CREATURE	FORTY
ARK	DAYS	HOPE
BOAT	DOVE	NEST
BUILD	FLOODS	PROMISE
	GOD	RAINBOW
		WORLD

P	R	O	M	I	S	E	T
A	A	C	G	K	D	U	P
R	I	B	F	R	O	G	J
R	N	J	H	G	O	D	D

L	Q	R	O	B	O	A	T	L	E	K	A	N	S
G	O	A	T	O	U	A	M	F	O	R	T	Y	T
D	L	R	O	W	Z	I	H	O	P	E	D	T	S
P	M	K	C	A	M	E	L	X	N	E	L	F	E
O	L	I	O	N	E	V	O	D	S	K	E	O	N
E	R	U	T	A	E	R	C	A	R	B	E	Z	M
V	X	A	Y	G	I	R	A	F	F	E	B	Y	W

The Basket of Dreams

This beautiful sculpture is on the hills overlooking Lake Wakatipu in New Zealand. It is called the Basket of Dreams and is made from a spiral of steel. Spirals can remind us that we have a choice about the way we live. We can either travel inwards towards self-centredness where we only try to think of ourselves or we can travel outwards towards the world and other people.



FAMILY FOCUS

Spiral of Hope

Start with a circle of paper or light card and draw a spiral. On the spiral write a **hope** or dream that you have that will make the world a safer, cleaner or more healthy place to live. Cut along the lines until you get to the centre, leaving a circle in the middle. Make a hole in the middle so you can hang your spiral from a thread. (You may want to practice drawing a good spiral on some scrap paper before you start.)



FASCINATING FACTS

Rainbows

After a shower of rain we sometimes see a magnificent rainbow arched across the sky.

- rainbows are the reflection of the sun in the rain droplets in the sky
- they are curved because raindrops are round
- they are multi-coloured because each raindrop splits the sunlight into a spectrum of colours
- the colours of the rainbow are always in the same order – red, orange, yellow, green, blue, indigo and violet – and red is highest in the sky
- an easy way to remember the order is using the mnemonic 'Richard Of York Gave Battle In Vain'. The first letter of each word is also the first letter of the colour.



HALL OF FAME

Sir David Attenborough

Sir David Attenborough is best known as a natural history film maker. He has made expeditions all over the world to watch and film wildlife in its natural habitat. His many TV documentary programmes have allowed us all to understand the wonder of nature and the importance of conserving the natural environment if species are to survive.

Sir David has shown us the impact humans have too often made on the natural world and the consequent



struggle of wildlife to survive. His **hope** is that we leave future generations a planet that is healthy and inhabitable by all species.



HOME-SCHOOL CHALLENGE

Make a 'hopes and dreams' catcher

Dream catchers are traditionally made from a looped willow branch onto which a net or web is woven. The net is then decorated with feathers, beads and other decorations. According to American Indian folklore, as we sleep, dreams are caught in the net and with the first rays of sunlight any bad dreams are burned away.

Find a long twig that can be bent and tied to make a hoop or frame. Use natural string or thread stretched across the frame to make the net and then decorate it creatively to catch all the **hopes** and dreams you can!



ACORN CLASS

Acorn Class have made a busy start to the New Year. As part of our Design and Technology teaching, Acorns developed their cooking skills by making Swiss Mac and Cheese. They worked on their cutting and chopping skills as well learning more about healthy eating.



In Forest School, we have decamped to the playground for a while as the site is flooded. Last week, we experimented with making dams like a beaver. In Science, we have investigated forces with lots of experiments using push and pull forces. We have looked at how different materials are affected



by gravity, how different surfaces affect cars travelling down ramps and how the shape of objects affects how far they fly.



In swimming, lots of children have made super progress showing lots of confidence in the pool.

OAKS CLASS / MIGHTY OAKS

English

This term, Oaks have been busy writing their very own holiday brochure which relates to next term's history topic, The Stone Age. As a class, we started by building sentences together,

making sure that we are persuading tourists to visit Skara Brae. Oaks have used a range of writing techniques to achieve this, such as rhetorical questions, alliteration and similes. Since then, Oaks have now written and created their very own holiday brochure about Stonehenge.

Geography

This term, Oaks and Mighty Oaks have been learning about the Alpine region of Europe. As a class, we started this unit by discussing how the Alps, a type of fold mountain, were formed and recently explored how the homes in the Alps have adapted and how they have been designed for this climate. Over the next few lessons, Oaks and Mighty Oaks will learn how avalanches are caused and finish the unit by producing a leaflet for visitors to the area using geographical vocabulary and key information which they would have learnt throughout this unit.

Art

This term, Oaks and Mighty Oaks have been trying to 'see like an artist'. We have started the unit by thinking about key sketching techniques such as drawing shapes to help with outlines, creating tone in drawing by shading and recently, we have explored the use texture through a rubbing technique over different surface areas. To finish this unit, they will be expected to use these key observational drawing skills to create detailed studies of flowers to then move onto drawing more abstract flowers inspired by the artist Georgia O'Keeffe.

Healthy Schools Intervention

This term, Oaks and Mighty Oaks have been tasked to think about sleeping patterns, what a good sleep environment looks like and what type of techniques there are to help people sleep better. As a class and in groups, we have discussed a range of things, for example, the potential reasons for sleeping problems, looked at a range of different sleep scenarios and reflected on whether Oaks and Mighty Oaks can relate to any of these. Please see parent poster attached for more information.

In music, KS2 have been exploring Mussorgsky's 'Night on a Bare Mountain' and will begin their own compositions next week to represent a mountain scene.

All the Oaks enjoyed a STEM workshop on Wednesday morning, where they were challenged to design a vehicle to collect 3



types of waste using K'Nex. The instructor was really impressed with the originality of their design ideas and their ability to work together to solve problems in the construction. The winners of the challenge, who will be invited to take part in the finals later in the year were ARC and IA from year 6, whose vehicle included a sorter to

make sure that rubbish went into the correct compartment as well as air fresheners to counteract the unpleasant smells. Congratulations to them.



Mighty Oaks have begun the term in a hardworking vein: in mathematics, year 6 have been learning how to solve problems of ratio and proportion and have begun to explore algebra. Year 5 have been using efficient strategies for multiplication and division to solve complex problems and make sense of any remainders. They begin another unit on fractions next week.

We have been conducting lots of practical investigations in science in order to recognise irreversible changes. Most recently, we made gas-powered rockets using the reaction of vinegar and bicarbonate of soda and a type of organic plastic using milk. Here is a report of the rocket investigation from ARC in year 6:

Vinegar and Bicarbonate of Soda Rocket

Have you ever made a rocket? Have you ever wondered how to make a rocket? Well, with just two main ingredients, we made a rocket launch over 10 metres!

What we did

First, we filled a 35mm film canister about half way with distilled vinegar. Inside the lid of the canister, there is a dip and we decided to put the bicarb there, but to make sure it stuck and so the reaction did not occur when trying to put the lid on, we mixed the smallest bit of water with it; you want to put enough so it clumps together but is still powdery and not liquid. We patted that down until it was smooth and would not fall out when flipped upside-down.

We decided to find a space where there were no other people who could be harmed. Once we were all set up, me and my partner placed the lid on top and flipped the canister; then we backed away to a safe distance. Every time we did it, the time from when we placed it down to when it exploded varied, but on all of our successful attempts, it was no longer than 20 seconds. Once we perfected our mixture, we tried to make it fly as high as it could.

Why this happened

When the bicarb and vinegar mixed, a reaction took place. A gas was formed and grew bigger in volume (but as the top was shut, the gas couldn't be released) and eventually over time the gas could not fit in so it made the lid come off and the canister fly in the other direction up into the air. We found that the rocket went higher when we added distilled vinegar instead of malt.



Good Sleep

The importance of good sleep cannot be over estimated. Poor sleep affects both our mental and physical well-being, often leading to poor concentration, stress, worry and mood disorder.

The Gloucestershire Online Pupil Survey indicates that many of our children are not getting good enough sleep to be refreshed and ready for learning:

24% of Y6 pupils report regularly going to bed at 10pm or later

27.4% of Y4 & Y6 report taking 2 or more hours to go to sleep once in bed

15.8% of Y4 & Y6 spending this time in front of screens (TVs, computers, devices)

47% of secondary age pupils report sleeping for less than the 8-9 hours NHS Choices recommendation to function at their best.

Many of the children and young people surveyed are using electronic devices and TVs close to bedtime which may contribute to disrupted sleep patterns. Good sleep has proven advantages for memory and performance. Sleep releases growth hormones and helps the body and mind develop well; it enables the brain to make sense of the day's events and helps us to keep emotionally balanced.

There is increasing evidence that too little sleep in children has a detrimental effect on their growth, attainment and mental health. Good sleep habits can be laid down during childhood and this resource aims to teach children and young people how to avail themselves of a good night's sleep.

Getting Ready to Sleep Well: Simplified Top Tips

- Limit how much TV you watch close to bedtime
- Avoid watching programmes or films that have upsetting or scary content close to bedtime
- Avoid sugary foods or drinks in the evening
- Leave mobile phones or other devices in another room, ideally downstairs if you live in a house
- Listen to or read a calming story (save the action and thrills for early evening!)
- Listen to some soothing music
- Cut down on caffeine, especially in the evening. Drinks such as cola as well as tea and coffee contain caffeine. Too much caffeine prevents deep sleep and can make falling asleep difficult.

Dreams, Nightmares and Night Terrors

A common cause of a poor night's sleep, especially in younger children, is the occurrence of upsetting dreams or night terrors.

The following information is from the NHS Choices website

<http://www.nhs.uk/conditions/night-terrors/pages/introduction.aspx>

Many children experience nightmares and night terrors, but most grow out of them. They don't cause any long-term psychological harm. Night terrors are very different from nightmares. A child having night terrors

may scream and thrash around, and may not recognise family members. This behaviour happens when waking suddenly from deep, non-dream sleep, also known as non-rapid eye movement (REM) sleep. A child won't be fully awake during these episodes and will have no memory of their behaviour the next morning. Nightmares occur from dream sleep (REM sleep). A child may wake up from the nightmare and, depending on their age, may be able to remember and describe the bad dream.

Night terrors

Night terrors are common in children aged between three and eight years. A child who experiences night terrors may scream, shout and thrash around in extreme panic, and they may even jump out of bed. Their eyes will be open but they're not fully awake. The episodes usually happen in the early part of the night and can go on for several minutes (up to 15 minutes).

Why they happen

Night terrors are more common in children with a family history of night terrors or sleepwalking behaviour.

A night terror attack may be triggered by anything that:

- increases how much deep sleep a child has, such as tiredness, fever or certain types of medication
- makes a child more likely to wake from deep sleep, such as excitement, anxiety or sudden noise.



Gloucestershire
Healthy
Living and Learning

What a parent or carer could do to help a child experiencing night terrors

The best thing to do if a child is having an episode of night terrors is for the parent or carer to stay calm and wait until the child calms down, avoiding getting involved, provided that the child is safe. Night terrors can be frightening to witness, but they are not harmful. A child shouldn't be woken when they're having an episode. They may not recognise family members and may become more agitated if someone tries to comfort them. After the episode has ended, it's safe to wake the child. If necessary, try to use the toilet before settling back to sleep. If the child returns quickly into deep sleep, they may have another episode. Making sure they're fully awake before they go back to sleep can break this cycle. Children don't remember the episodes the next morning, but it may still help to have a general chat to find out if anything is worrying them and triggering the episodes. It will also help if they have a relaxing bedtime routine. If the night terror episodes are frequent and occur at a specific time every night, it may be that waking the child breaks the cycle. Wake the child 15 minutes before the anticipated time of the episode every night.

When extra help is needed

Most children will eventually grow out of night terrors. However, you should talk to a GP if they're happening several times a night or happening most nights. A GP will be able to check whether something that's easily treatable is causing the episodes. For example, large tonsils could be causing breathing problems at night and waking the child. In a small number of children who have frequent episodes of night terrors, a GP may suggest that they go and see a specialist.

Nightmares

Nightmares are common in children aged three to six years. Most children grow out of them.

Nightmares usually happen later in the night and cause strong feelings of fear or distress. A child may wake up and be able to remember and describe the dream. Nightmares in children can be caused by a frightening experience, such as watching a scary film, or by something that's worrying them.

What a parent or carer could do to help a child having nightmares

Talking to a child to find out whether anything is worrying them that could be triggering their nightmares can be helpful. As with night terrors, making sure that a child has a relaxing bedtime routine will also help. It's a good idea to see a GP if a child is having repeated nightmares (a series of nightmares with a recurring theme). If the child's nightmares are being caused by a stressful past experience, they may need counselling. Night terrors and nightmares are common in young children, but most will eventually grow out of them.

Sleep Diary Activity

There is still much uncertainty about why we dream. Advances in brain imaging suggests that dreaming could play a role in memory, learning and emotions. There are suggestions that dreaming is the brain's way of processing the information that it has gathered through the day and that a person's emotional state can have a bearing on what they dream about, or the nature of their dreams, but there isn't anything conclusive at the moment. Experience tells us that over stimulation close to falling asleep, hearing about or being involved in upsetting events or feelings of anxiety can all impact the nature of our dreams.

Sleep Diary Activity: A Parent's View

Source: www.nhs.uk/Livewell/Childrenssleep

A sleep diary might reveal lifestyle habits or experiences in your child's day-to-day activities that contribute to sleep problems.

A sleep diary could include answers to the following questions:

- What were your child's sleeping times?
- How long did it take them to get to sleep?
- How many times did they wake up during the night?
- How long did each awakening last?
- How long did they sleep in total?
- Did they do any exercise shortly before going to bed?
- Did they take any naps during the day or evening?
- Has anything made them anxious or upset?

For more help or advice about sleep, visit www.nhs.uk/Livewell/Childrenssleep

